



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3 : January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

**Applicant Information**

Organization West Texas A&M University CDN 191-501 Vendor ID  ESC  DUNS 961807203

Address 2501 4th Avenue City Canyon ZIP 79016 Phone 806-651-2000

Primary Contact Dr. Janet Hindman Email jhindman@wtamu.edu Phone 806-651-2615

Secondary Contact Mr. Steve McLean Email smclean@wtamu.edu Phone 806-651-2983

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Dr. Angela Spaulding Title VP of Research and Compliance

Email srs@wtamu.edu Phone 806-651-2730

Signature Angela Spaulding by R. Dowling Date 11-8-18

Grant Writer Name Janet Hindman, Ed.D. Signature Janet Hindman Date 11/10/2018

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # 701-18-106 SAS # 277-19

**2019-2021 Grown Your Own Grant Program, Cycle 2**

**701-18-106-026**

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter ☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
To address challenges for the supply and demand of teaching workforce needs within rural communities of limited resources and access conditions.	To provide and deliver a teacher preparation program with a year-long residency within rural districts designed to recruit members of the community who are committed to rural education by providing incentives for participation through grant funds.
To improve student achievement in collaborative districts that are below the region and state in mathematics and science content areas.	To deliver a high-quality, district-embedded EPP that prepares new teachers with intensive clinical support to teach rigorous, high-engagement instructional strategies.
To increase the representativeness of student demographics with teacher demographics.	To recruit teacher candidates from the community, candidates with rural roots, and/or candidates who are committed to teaching in rural districts, especially in high-need areas such as English as a Second Language (ESL), STEM, and Special Education.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

To supply and meet workforce demands in order to improve the quality of teaching and learning by improving student achievement, equity, and access in rural school districts, by June 30, 2020, 20 demographically representative teacher candidates will earn their bachelor's degree from West Texas A&M University, be recommended for teacher certification by the EPP, and have signed contracts in one of the six (6) Collaborative rural districts.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

Benchmarks for the first quarter (July 2019) will include finalizing the MOUs among the six rural school districts and West Texas A&M University; establishing and/or developing working relationships with local community colleges for the recruitment of candidates and adding dual credit courses; conduct two Collaborative Leadership Meetings (CLMs) or governance meetings to plan, review, evaluate, and make refinements or modifications to the program; identify, hire, and train two IHE/EPP site coordinator(s); recruit and enroll 20 demographically representative teacher candidates to begin coursework in the EPP; develop a recruiting plan for high school students of Collaborative districts to develop or strengthen a TAFE student organization (i.e., FCLLA or CTSO); and complete the benchmark report for the first quarter.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Benchmarks for the second quarter (November 2019) will include having the 20 recruited teacher candidates continue their coursework in the EPP; hold two CLMs to continue planning, evaluating, and making adjustments or modifications to the program; in Summer 2019 for sustainability, implement recruitment plans for the second cohort of teacher candidates; launch the first cohort of district high school students in the TAFE student organization (FCLLA/CTSO); districts begin preparations for participation in regional and state TAFE events and attend the preparatory event on the WTAMU campus; complete the TEA-developed survey of program participants; and complete the benchmark report for the second quarter.

**Third-Quarter Benchmark**

As benchmarks for the third quarter (June 2020), the 20 teacher candidates continue coursework toward graduation and certification from the EPP; conduct two CLMs to plan, review and evaluate program evaluation data, make adjustments or modifications; in Summer 2020, continue recruiting for the second cohort of teacher candidates; first TAFE cohort participates in state-level TAFE competition; begin recruiting for the second high school student cohort of TAFE (FCLLA/CTSO); conduct exit interviews of participants; and complete the benchmark report for the third quarter.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Collaborative Leadership Meetings (CLMs) will be held from the Notice of Grant Award (NOGA) until June 30, 2020. During the CLMs, evaluation data for the project will be collected, reviewed, and analyzed to determine progress or any need for refinements or modifications. These meetings will serve as the primary evaluative structure of the project. Representatives from each district of the Collaborative, Amarillo College and local community colleges (i.e., Frank Phillips College and Clarendon College). WTAMU (IHE/EPP) representatives (including field supervisors) will review and discuss the progress of the grant effort in essential areas including: the quality, demographics, progress, and retention of candidates; the selection and support of district mentors and program implementation; data sharing; TAFE (FCLLA/CTSO) campus development and implementation; projected supply and demand of educators for the coming year; and the sustainability of the program and recruitment of future cohorts. Data examined during the CLMs will address one or more of these areas and will analyze the number, quality, demographics, certification, placement and challenges associated with recruited teacher candidates; progress and strategies for recruiting teacher candidates for the second cohort; candidate progress in reaching skill proficiency and feedback from field supervisors and mentors about job-embedded professional development; progress with achievement data transfer and any outcomes from preliminary analyses; progress, number of participants, achievements of TAFE student organizations (FCLLA/CTSO); and vacancies for hiring and identification, certification progress, and recruiting targets for SY2019-2020.

If benchmarks or summative SMART goals do not demonstrate progress, evaluation data will be used to identify specific areas for needed progress. Revised strategies will be jointly identified among the Collaborative members, and identical data sources will be used to monitor the impact of needed adjustments or modifications. Progress in each grant-effort area will be reviewed and deliberated during the CLMs.



**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
  - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☐ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☐ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☐ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☐ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY THREE:** Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.**

**Plan for the Recruitment, Selection, and Support of Teacher Candidates**

The IHE/EPP (WTAMU) plans to recruit from the following groups: a) current WTAMU teacher candidates who are in their final year and are ready to begin their clinical teaching in Fall 2019 and Fall 2020 (especially candidates who are seeking certification in hard-to-staff areas); b) Amarillo College and local community colleges; and c) potential teachers/paraprofessionals from the six rural districts in the Collaborative who have Associate Degrees and have completed core courses; d) community members who participate in the Center for Learning DisAbilities (a Texas A&M University System Center of Excellence); (e) individuals who have expressed an interest in teaching in rural schools; and (f) WTAMU will actively seek community members who have Bachelor Degrees to encourage them to enroll in the Alternative Certification program to gain teacher certification. As a Hispanic-Serving Institution (HSI), WTAMU will heighten recruitment efforts in the FirstGen, BESO, Kappa Delta Pi, and TSO (transfer) student organizations for similar demographics of identified candidates who mirror the student populations of our rural communities, especially regionally underrepresented groups. Additionally, WTAMU will participate with Collaborative districts to either establish or strengthen student campus organizations such as TAFE (FCCLA/CTSO) that will provide another avenue to recruit high school students who are interested in becoming teachers. By creating a pipeline or pathway to teaching, high school students may begin to pursue careers in education.

The selection process will incorporate potential indicators or criteria for teacher candidates according to rural community roots, matching demographics to rural areas, and stated interest in rural education. WTAMU will actively pursue the recruitment, identification, and selection of teacher candidates who represent the diversity of student populations in rural communities, seek certification in hard-to-staff and high-need content areas, and have stated a desire and commitment to teach long-term in the region and/or in rural school districts in the Texas Panhandle.

To support selected teacher candidates, WTAMU will provide academic support through TExES test preparation, resources, tutoring, and remediation services. Practice tests for the TExES PPR and TExES content exams will be offered for those candidates who need additional support in preparation for state certification exams. Candidates will be expected to pass with an 80% or higher on the practice exams before they are given approval to register for the state exams. Additional support of resources and remediation services will be made available to teacher candidates. Other forms of WTAMU support and assistance for candidates will include assisting candidates in available scholarship opportunities and/or loan forgiveness programs after graduation.

To formalize their commitment to rural education, teacher candidates and rural districts will be asked to sign a Memorandum of Understanding (MOU) indicating the guaranteed commitment of the district to hire and the candidate to teach in one of the six rural Collaborative districts upon graduation and certification for not less than three years as a condition of receiving the grant stipend. As evidence of the deep commitment of the WTAMU Collaborative for Rural Educators for West Texas A&M University and the six rural districts comprised of Canyon, Dumas, Friona, Olton, Perryton, and Stratford ISDs, executed letters of committed support for this application proposal are provided. Amarillo College and Region 16 Education Service Center letters of support are also included.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☐ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit  X \$11,000 =

Number of teachers who are teaching Education and Training courses, but not for dual credit  X \$5,500 =

Number of high schools with existing Education and Training courses in 2018-2019  X \$6,000 =

Number of high schools without existing Education and Training courses in 2018-2019  X \$9,000 =

**Total Request for Pathway 1**

**PATHWAY TWO**

☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only  X \$5,500 =

Number of candidates pursuing both a bachelor's degree and a teacher certification  X \$11,000 =

Request for Pathway 2

Request for Pathway 1

**Total Combined Request for Pathways 1 & 2**

**PATHWAY THREE**

☒ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment 20 X \$22,000 = \$440,000

Number of candidates participating in an intensive pre-training service program  X \$5,500 =

**Total Request for Pathway 3** \$440,000

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Dr. Elsa Diego-Medrano	4,075.87
Dr. Betty Coneway	4,005.33
Administrative Assistant	11,048.40

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

2 Field (Site) Supervisors	40,000.00

**SUPPLIES AND MATERIALS (6300)**

School District Supplies (Canyon, Dumas, Friona, Olton, Perryton, and Stratford ISDs)	21,000.00
WTAMU Supplies	9,173.94

**OTHER OPERATING COSTS (6400)**

Student Stipends	300,000.00
Meals, etc. for WTAMU TAFE Preparatory Event	2,500.00
Meals for CLMs	2,400.00
Travel	12,844.86

Total Direct Costs 407,048.40

Should match amount of Total Request from page 8 of this application

Indirect Costs 32,951.60**TOTAL AMOUNT REQUESTED**

440,000.00

Total Direct Costs plus Indirect Costs



**Grow Your Own Grant**  
**Pathway 3 Grow Your Own Program Attachment**

**Pathway 3: Teacher Candidate Yearlong Clinical Teaching Assignment**

**Program Participants:** Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

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**Type of Program:** Applicant must specify the type of EPP funding requested—year-long clinical teaching assignments or intensive preservice training with a clinical component.

**Teacher Candidate Yearlong Clinical Teaching Assignment**

**Question 1: EPP Quality.** Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates.

- ☐ The description must include historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics.
- ☐ The description must include EPP program structure's, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio.

**1. EPP Quality**

In strategic and collaborative partnerships with six (6) rural districts of our region (Canyon, Dumas, Friona, Olton, Perryton, and Stratford), West Texas A&M University (WTAMU) working with Amarillo College and other local community colleges will recruit, select, and retain 20 high-potential teacher candidates to participate in the teacher candidate yearlong clinical teaching program and receive the grant stipend. *Our proposed plan will increase the flow of high quality teachers to rural school districts.*

Since our founding in 1910 as a Normal Teaching College, WTAMU has consistently met the supply and demand for the teaching workforce in the Texas Panhandle (See Region 16 in Figure One). Seventy-five percent of all educators hired, retained, and promoted in Region 16 are WTAMU EPP graduates. Closely working among long-established and valued partnerships in these rural districts throughout our region speaks to the frequency and quality of support that our EPP program provides to our teacher candidates.

Figure One



As a designated Hispanic-Serving Institution (HSI), WTAMU is committed in our recruitment and selectivity of high-quality diverse teacher candidates from the region we serve. Our plan supports our recruitment of a high-quality and demographically diverse group of prospective teachers who are prepared to meet the needs of rural Texas classrooms. The grant funds will minimize student loan debt and will provide opportunities for



students from underrepresented demographic and low socioeconomic groups to attend our four-year university and graduate on time.

To enhance partnerships and student engagement, the EPP addresses many of the growing challenges that educators in rural districts currently encounter. Most of the teacher candidates will face these challenges without the resources from which urban districts benefit. These increasing challenges require educators to be teacher leaders in rural settings who are innovative, resourceful, and grounded in research to meet the challenges. Identified as one of the top five best performing EPPs in the state of Texas determined by the Texas Education Agency ASEP accountability rating in 2016, WTAMU is truly committed to preparing teacher candidates to meet these challenges with efficacy, frequency, consistency, and continuous support.

## Historical Evidence

**As historical evidence, EPP success is demonstrated in annual ASEP reporting** that includes percentages of all test takers or finishers who passed EPP requirements including course work, training, internship, student/clinical teaching, or practicums within one academic year.

Accountability System of Educator Preparation (ASEP) Standard 1						
Completed Year	All Finishers	Females / Males	African American	Hispanic	Other	White
2017	98%	98% / 97%	92%	98%	100%	99%
2016	98.9%	99% / 98.7%	100%	97.8%	100%	99.2%
2015	99.3%	99.6% / 98.1%	93.8%	99.3%	100%	99.4%

EC-12 Pedagogy and Professional Responsibilities (PPR) Initial Certification								
Completed Year	Traditional Program			ACP (PACE/PB)			Overall	
	Finishers	Passed/ Taken	Percent	Finishers	Passed/ Taken	Percent	Passed/ Taken	Percent
2017	239	237/239	99.2%	All Tests Combined in 2017				
2016	146	146/146	100%	138	137/137	100%	284/284	100%
2015	185	185/185	100%	156	152/153	99.3%	337/338	99.7%

Field placement rates of clinical teachers average 100% for all clinical teachers in the program.

## Description of Program Structures and Supervision

**The mission of the Department of Education is to prepare teacher candidates through coursework and field experiences who are confident, skilled, and reflective professionals, critical thinkers, effective communicators, advocates for diverse learners, users of technology, life-long learners, and stewards of the profession.**

**WTAMU fosters a rigorous and in-depth curriculum that is skill focused and research- and competency-based.** Throughout the progression of the program, candidates are trained to be confident in their content, are equipped with effective teaching skills, and regularly reflect on their coursework, experiential learning opportunities, observations, and clinical teaching. All courses present common, ADA-compliant departmental syllabi that promote international/national, professional, state, and local standards, candidate learning outcomes and assessments, and the ethical and professional dispositions of candidates. Research-based rubrics are used for all candidate assessments and course assessments are submitted annually to the University for evaluation and continuous course improvement.

**Throughout program progression, teacher candidates are supervised and provided continuous feedback by faculty, university field supervisors, and district mentor teachers.** Similar to our current

practice for clinical teachers and the frequency of our supervision, for this proposal, WTAMU will employ two highly-experienced professional supervisors who will travel into the field to observe and supervise candidates in the semesters they clinically teach. Candidates will also have additional and frequent contact with the field supervisors by text, email, and phone. The Director of the Educator Preparation Program will contact clinical teachers by email or phone and will meet with candidates in person as needed. The Office of Teacher Preparation and Advising conducts four (4) days of Clinical Teacher Orientation, Methods Orientation, and a weeklong *August Experience* in the field prior to the beginning of clinical teaching. Candidates in this program will be invited to attend both of the Orientations and the *August Experience*.

For quality of supervision, the field supervisors are highly-experienced classroom teachers who have been T-TESS trained and approved for classroom observations. The field supervisors will complete and submit T-TESS evaluation documents concerning their observations of each teacher candidate. The teacher candidates will also receive support from their district mentor teachers. All mentor teachers will be T-TESS trained prior to the field placement of candidates.

For this proposed program, the field supervisors will supervise teacher candidates a minimum of six times in their yearlong teaching assignments, with three visits in each long semester and one each summer for recruitment, follow up, and exit interviews. More visits will occur if needed. Communications will be ongoing throughout the teaching assignments.

### **Feedback**

The proposed structure of feedback to teacher candidates will include T-TESS evaluations by field supervisors. In meeting with their mentor teachers, teacher candidates will set weekly goals aligned with T-TESS. Candidates will provide evidence in meeting their goals and reflect on the outcomes in conferences with the field supervisors. After each observation, the supervisors will complete the T-TESS online evaluation forms in the department's database (See Data Sharing). The frequency of support, supervision, and feedback to teacher candidates will be ongoing with pre- and post-conferences with the field supervisors and clinical teachers, six 45-minute observations conducted by field supervisors during the yearlong teaching assignment with continuous feedback from the supervisors and district mentor teachers. The roles of the field supervisors exceed the traditional approach by acting as instructional coaches to support candidate mastery of instructional delivery, classroom management, student discipline, and progress evaluation. The candidate to site supervisor ratio in this proposed program will be 1:10 for each supervisor to maximize sufficiency for travel, observations, conferences, recruitment, and to encourage efficacy of the program. Supervisors will recruit in the Collaborative districts in Summer 2019 and conduct exit interviews in May or early June 2020.

### **Data Sharing**

Data will be shared, disaggregated, reviewed, and analyzed by Collaborative members and relevant stakeholders in Collaborative Leadership Meetings. All data will be housed in the EPP-designed Candidate Record of Assessments for Future Teachers (C.R.A.F.T.). This database allows teacher candidates, field supervisors, faculty, mentor teachers, and EPP administrators levels of access to monitor teacher candidate success. The candidate's weekly goals, evidence in meeting goals, field observations, and other data will be housed in C.R.A.F.T. Candidates will receive continuous feedback through both in-person conferences and online.

### **A Catalyst for Our Quality of Life**

As iterated in the vision of WTAMU as an Institute of Higher Education (IHE), we are "a diverse and inclusive student-centered community of learners . . . that serves through education, research, and consultation as a catalyst for economic development and enhancement of the quality of life for the region. Guided by its pioneering spirit, WTAMU is recognized for its excellence in teaching and learning, with a strong focus on

engaging students in challenging and meaningful experiences that aid in their intellectual and personal development” (See [www.wtamu.edu/Strategic\\_Plan](http://www.wtamu.edu/Strategic_Plan)).

Serving as a catalyst for the development and enhancement of the quality of life for our region sets WTAMU apart from other IHEs throughout our state in significant ways. First, the unique geographical area of the Texas Panhandle is comprised primarily of small, rural public schools that we serve. Since many Texans tend to migrate to the Dallas-Fort Worth Metroplex, Austin, San Antonio, and Houston areas, **we must grow our own teachers for our small, rural schools**. Not only in our state, but also specifically within our region, dynamically-changing demographics demonstrate a second modus for area enhancement by our IHE. Poverty and the limited resources that are available to our diverse students who come from low socioeconomic groups in small rural areas determine a third significant way that we serve as a catalyst for our area.

Designated as a Hispanic-Serving Institution (HSI) with over 25 percent Hispanic students enrolled, our IHE/EPP serves a large majority of first-generation college students that definitively represents the Texas Higher Education Coordinating Board’s (THECB) 60x30TX Plan. We take intelligent, lower socioeconomic students (some of whom are Hispanic) on the periphery of the spectrum of potential teachers, put them through rigorous teacher educator programs, and provide opportunities for them to become effective professionals with opportunities that would not exist in the Texas Panhandle if not for our regional IHE/EPP. These significant ways that our IHE/EPP serves as a catalyst for development and life enhancement of the Texas Panhandle sets WTAMU apart from other IHEs in Texas and culminates in the personal stories of our students that represent countless other stories of the people we serve.

**Question 2: EPP and LEA Partnership.** Applicant must describe the plan for the partnership between the EPP and LEA(s).

- ☐ The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.
- ☐ All applicants applying for Pathway 3 funds must submit with their application signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates.

## 2. IHE/EPP and LEAs Partnership

The proposed plan for the strategic partnership of West Texas A&M University and the Collaborative comprised of six rural LEAs (Canyon, Dumas, Friona, Olton, Perryton, and Stratford) is *to increase the flow of high-quality teachers to rural school districts in the Texas Panhandle*.

### WTAMU Collaborative for Rural Educators

Located within the heart of Region 16, West Texas A&M University (WTAMU) serves the top 26 counties of the Texas Panhandle. Within these counties, Region 16 encompasses 26,000 square miles and serves 62 independent school districts and one charter school. Approximately 75% of the 62 districts are categorized as rural independent school districts with some having as few as 30 total students (See Region 16 Education Service Center at <http://esc16.net>). The Texas Education Agency has defined a rural district as either having: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students (See Texas Education Agency at <http://tea.texas.gov/accres/analyze/1516/district1516.html>).

Several of the small rural schools we serve in Region 16 qualify for the United States Department of Education (USDE) Small Rural School Achievement Program (SRSA) that provides rural local educational agencies (LEAs) with financial assistance to fund initiatives aimed at improving student achievement (See United States Department of Education [USDE] at <https://www2.ed.gov/programs/reapsra/grant16/index.html>). WTAMU is committed to improve student achievement in rural districts through the TEA Cycle 2 Grow Your Own grant initiative.

Small rural communities are often seen as insignificant. However, small rural communities provide food and energy commodities that metropolitan areas often take for granted, and, collectively, rural communities can be politically persuasive as was evidenced in the last presidential election. The WTAMU Department of Education understands the contributions such communities make to the economic well-being of our state and places high importance upon the role of our rural community relations in the continuous improvement of our educator preparation program and professional programs in education. While other regions of the state often overlook the Texas Panhandle, a significant population does exist north of Lubbock. The Panhandle covers a terrain of almost 26,000 square miles of grassy high plains that are filled with fiercely proud and rugged Texas Panhandle residents who want the best education and the most vibrant economy possible for their children, their families, and their communities. The very lifeblood of Texas communities is strengthened by the development and quality enhancement of our way of life in our often-forgotten corner of the state.

*The proposed plan of the WTAMU Collaborative for Rural Educators will establish a "grow-your-own" partnership among school districts, Amarillo College and local community colleges, and West Texas A&M University to develop a more streamlined path for teacher candidates with roots in rural communities to increase the flow of teachers to rural districts.*

The creation of the Collaborative began in October 2018 at a meeting of interested rural districts hosted by Region 16 Education Service Center. The districts in attendance expressed deep commitment to the development of a plan to "grow your own" teachers through a Collaborative grant-effort. Through continued conversations, the WTAMU Collaborative for Rural Educators was born. Without reservation, shared governance including field supervision, site coordination, data sharing, onboarding, and training for supervisors, advisors, and mentor teachers will be sustained through Collaborative Leadership Meetings (CLMs) of the IHE/EPP and Collaborative members (district and IHE/EPP personnel). Additional meetings will be called as needed throughout the duration of the grant with ongoing communication through electronic communication, by phone, and/or in person.

The CLM will consistently review project evaluation data to determine when and how to modify the program. The committee will closely examine 1) the quality, demographics, progress and retention of teacher candidates; 2) the selection and support of district mentors and the program implementation; 3) data sharing and analyses; 4) TAFE/FCLLA/CTSO campus development and implementation; 5) projected supply and demand of educators for the following school year; and 6) sustainability of the program through the recruitment of future cohorts. If the project evaluation data, benchmarks, or summative SMART goals do not demonstrate progress, evaluation data will be used to identify specific areas for needed progress. Revised strategies will be jointly identified by the Collaborative and identical data sources will be used to monitor the impact of needed adjustments or modifications. Progress of the project will be reviewed and evaluated during each of the CLMs.

Through the support of grant funds, WTAMU will hire two highly-qualified field (site) supervisors whose primary assignments will be to the six rural districts, mentor teachers, and teacher candidates who will participate in the yearlong clinical teaching assignments. Each Collaborative school district will receive three visits from a site supervisor each long semester to conduct conferences and observations of teacher candidates. There will also be one visit each summer for recruitment of potential teacher candidates for the program and exit interviews.

The Collaborative will use the following strategies to achieve the SMART goal and to implement the plan.

**A) Recruitment:** WTAMU will recruit from among current WTAMU teacher candidates who are in their final year and are ready to begin their clinical teaching in Fall 2019 for this proposed program. Identification and selection of potential candidates will include both academic and professionalism criteria, with special emphasis on those candidates seeking hard-to-staff teaching areas (i.e., Bilingual, ESL, STEM, and Special Education) and demographics. Candidates will also be recruited from Amarillo College and local community colleges and potential teachers from the Collaborative districts who have Associate Degrees and are core complete. The same criteria will be used for recruiting potential teacher candidates.



Candidates will be ranked according to rural community roots, matching demographics to rural areas, and interest in rural education. Commitment to teach in rural schools will be indicated by executing an MOU between the teacher candidate and a Collaborative school district. ***The MOU will represent a guarantee for hiring by the district and a commitment of teaching in the Collaborative district for no less than three years following graduation from the EPP of WTAMU.***

**B) TAFE/FCCLA/CTSO:** WTAMU will participate with Collaborative districts to either establish or strengthen teaching student organizations for sustainability of the program. WTAMU will support the student organizations by hosting a preparatory event on the WTAMU campus in preparation for regional and state competitions. These events will also serve as potential recruiting opportunities for WTAMU for the next project cohort of rural educators and encourage high school students to pursue careers in education.

**C) Dual Credit Programs:** Working closely with Amarillo College and local area community colleges, WTAMU will support Collaborative districts who seek to provide dual credit courses for their high school students. Faculty will serve as expert panelists and/or guest speakers for districts who need support in developing dual credit course offerings on their campuses.

**D) WTAMU Academic Support for Candidates:** WTAMU will provide TExES test preparation, resources, and remediation opportunities for the academic support of recruits and/or candidates. Practice tests in both TExES PPR and Content Exams will be provided with an expectation for candidates passing with an 80%. Resources and additional support will be provided to all those recruits/candidates who need tutoring or remediation prior to registering for the state certification exams. WTAMU and Dr. Beth Garcia, our Certification Officer, will also assist graduates in filing for Texas Teacher Certification.

**E) Loan-Forgiveness Programs:** This proposal includes a stipend for identified and selected teacher candidates completing the yearlong clinical teaching assignment in rural schools. However, candidates may accumulate student loan and tuition debt while being enrolled in the EPP and may require assistance in applying for any available scholarships and/or loan forgiveness programs after graduation. WTAMU will provide that assistance.

### **Letters of Support and MOUs**

Traditionally and historically, WTAMU has partnership agreements with all districts with whom we place our teacher candidates throughout Region 16 of the Texas Panhandle. As evidence of the deep commitment of the WTAMU Collaborative for Rural Educators by West Texas A&M University and the six rural districts comprised of Canyon, Dumas, Friona, Olton, Perryton, and Stratford ISDs, this application proposal for the TEA Cycle 2 Grow Your Own, Pathway 3 includes executed letters of commitment and support or MOUs from our partner LEAs for the placement of our teacher candidates for the yearlong clinical teaching assignments. Letters of support from Amarillo College and Region 16 Education Service Center are also included.

### **References**

American Association for Employment in Education: *Educator Supply and Demand Reports*.

Accountability System for Educator Preparation (ASEP) Reports. Texas Education Agency.

Education Service Centers. Retrieved from [www.esc16.net](http://www.esc16.net) and [www.esc17.net](http://www.esc17.net).

Murdock, R. (2014). *Changing Texas: Implications of Addressing or Ignoring the Texas Challenge. Schools (TEA Updates)*.

West Texas A&M University (WTAMU). *First Generation Students by College and Department*.

West Texas A&M University (WTAMU). *Strategic Plan*.



Amarillo College

November 8, 2018

RE: TEA Cycle 2 Grow Your Own Grant Application for West Texas A&M University

Dear Texas Education Agency Application Reviewers:

We are writing in support of the West Texas A&M University (WTAMU) application for the TEA Cycle 2 Grow Your Own Grant Program, the *WTAMU Collaborative for Rural Educators*. The purpose of the application is to develop well-qualified teacher candidates and increase the diversity of the teaching force in the Texas Panhandle through a unique partnership collaborative among fellow school districts within Region XVI of Texas. Amarillo College is pleased to be one of the areas community colleges that have formed the regional collaborative to create and sustain a teacher-talent pipeline to rural districts in the Texas Panhandle.

As a member of this partnership collaborative, Amarillo College commits to recruiting local candidates for the WTAMU Collaborative of Rural Educators Program including transitioning as possible potential candidates to be ready for the program; participating fully in monthly Cooperative Leadership Meetings; communicating with the school board about challenges and successes; and establishing a continuous recruiting corresponding student organization such as the Texas Association of Future Educators (TAFE). Amarillo College is committed to fostering deep partnerships with our area school districts within the collaborative in order to allow teacher candidates to develop the skills, knowledge, and mindsets critical to success in each of our unique school districts.

This grant and the collaborative with West Texas A&M University will allow us to recruit and develop local teacher candidates who are deeply rooted in our community and will allow us to retain them. Thank you for your consideration of this application.

Respectfully,

Dennis Sarine, M. Ed  
Education Chair, Amarillo College

11/9/2018

Date



5800 Bell Street  
Amarillo, TX 79109-6230  
(806) 677-5000  
FAX (806) 677-5001  
[www.esc16.net](http://www.esc16.net)

Executive Director  
Ray Cogburn

October 24, 2018

To Whom It May Concern:

I am writing in support of the West Texas A&M University application for the TEA 2019-2021 Grow Your Own Grant Program. Region 16 Education Service Center serves the Texas Panhandle's 86,000 students and 62 school districts in a 27,000 square mile span. Currently more than 80% of the current educators in the Texas Panhandle are graduates of the WTA&M University system.

Region 16 ESC applied for Cycle I monies on behalf of 35 possible participants through Pathway 1 and 2 and was rejected. We have explored the grant requirements for Cycle 2 and believe that by promoting our relationship with the university and our districts through supporting Pathway 3, we can possibly impact our small schools struggling to staff their districts. Our lack of well-qualified teachers in the Texas Panhandle continues to grow and we see this as a wonderful opportunity to involve our community colleges and our university to change the landscape.

We currently use our P-16 Committee to advance teaching as a career in Region 16 by providing resources geared to TAFE and professional development for teachers and prospective teachers currently in our high schools to make teaching a priority. We are willing to support WTA&M in any fashion they deem appropriate to insure the success of a GYO Program in the Texas Panhandle. We hope you will consider their application, the rural setting we educate our kids in, and the need our districts are facing. WTA&M would be great partner to receive this grant and for us to work alongside.

Thanks for your consideration,

A handwritten signature in black ink, appearing to read "Ray Cogburn", written over a horizontal line.

Ray Cogburn, Executive Director, Region 16 ESC

Enhancing Student Success By Providing Quality Services

David Schaeffer, Chairman, Dimmitt   Kathleen Morris, Vice Chairman, Amarillo   Dr. Darrell L. Garrison, Secretary, Amarillo  
Lawrence Bussard, Dumas   Justin T. Smith, Miami   Ken Carriere, Amarillo   Joe Martinez, Pampa



October 25, 2018

RE: TEA Cycle 2 Grow Your Own Grant Application for West Texas A&M University

Dear Texas Education Agency Application Reviewers:

We are writing in support of the West Texas A&M University (WTAMU) application for the TEA Cycle 2 Grow Your Own Grant Program, the *WTAMU Collaborative for Rural Educators*. The purpose of the application is to develop well-qualified teacher candidates and increase the diversity of the teaching force in the Texas Panhandle through a unique partnership collaborative among fellow school districts within Region XVI of Texas. Canyon ISD is pleased to be one of these school districts that have formed the regional collaborative to create and sustain a teacher-talent pipeline to rural districts in the Texas Panhandle.

As a member of this partnership collaborative, Canyon ISD commits to recruiting local candidates for the WTAMU Collaborative of Rural Educators Program including transitioning as possible potential candidates to be ready for the program; developing well-qualified teacher candidates through year-long clinical teaching assignments or intensive preservice experiences with clinical components; participating fully in monthly Cooperative Leadership Meetings; communicating with the school board about challenges and successes; and establishing a continuous recruiting corresponding student organization such as the Texas Association of Future Educators (TAFE). West Texas A&M University is committed to fostering deep partnerships with our district and other fellow districts within the collaborative in order to allow teacher candidates to develop the skills, knowledge, and mindsets critical to success in each of our unique school districts.

As a rural school district in the Texas Panhandle, we often face real challenges in recruiting and retaining certified teachers for our district. This grant and the collaborative with West Texas A&M University will allow us to recruit and develop local teacher candidates who are deeply rooted in our community and will allow us to retain them. Thank you for your consideration of this application.

Respectfully,

  
School Board President

Date

10-30-18

  
Superintendent

Date

10/29/18





## Canyon Independent School District

**Darryl Flusche**  
Superintendent

October 29, 2018

RE: TEAM Cycle 2 Grow your Own Grant Application for West Texas A&M University

To Whom It May Concern:

The School Board President, Katharyn Wiegand, is not available due to travel. Bruce Cobb, Vice President, has signed the application on her behalf.

Thank you for your consideration.

Respectfully,

Dr. Darryl Flusche  
Superintendent of Canyon ISD

# Dumas Independent School District

P.O. BOX 615 - DUMAS, TEXAS 79029 - (806) 935-6461

**Monty Hysinger**  
**Superintendent**

October 25, 2018

RE: TEA Cycle 2 Grow Your Own Grant Application for West Texas A&M University


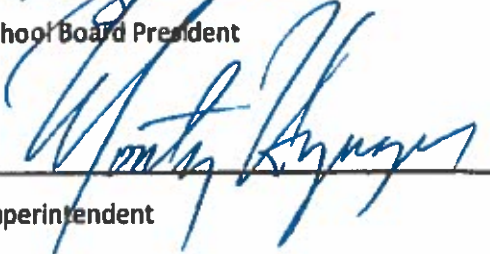
Dear Texas Education Agency Application Reviewers:

We are writing in support of the West Texas A&M University (WTAMU) application for the TEA Cycle 2 Grow Your Own Grant Program, the *WTAMU Collaborative for Rural Educators*. The purpose of the application is to develop well-qualified teacher candidates and increase the diversity of the teaching force in the Texas Panhandle through a unique partnership collaborative among fellow school districts within Region XVI of Texas. Dumas ISD is pleased to be one of these school districts that have formed the regional collaborative to create and sustain a teacher-talent pipeline to rural districts in the Texas Panhandle.

As a member of this partnership collaborative, Dumas ISD commits to recruiting local candidates for the WTAMU Collaborative of Rural Educators Program including transitioning as possible potential candidates to be ready for the program; developing well-qualified teacher candidates through year-long clinical teaching assignments or intensive preservice experiences with clinical components; participating fully in monthly Cooperative Leadership Meetings; communicating with the school board about challenges and successes; and establishing a continuous recruiting corresponding student organization such as the Texas Association of Future Educators (TAFE). West Texas A&M University is committed to fostering deep partnerships with our district and other fellow districts within the collaborative in order to allow teacher candidates to develop the skills, knowledge, and mindsets critical to success in each of our unique school districts.

As a rural school district in the Texas Panhandle, we often face real challenges in recruiting and retaining certified teachers for our district. This grant and the collaborative with West Texas A&M University will allow us to recruit and develop local teacher candidates who are deeply rooted in our community and will allow us to retain them. Thank you for your consideration of this application.

Respectfully,

	<u>10-26-18</u>
School Board President	Date
	<u>10/26/2018</u>
Superintendent	Date

# Friona Independent School District

"FISD will provide opportunities for all students to maximize potential and experience excellence."

909 East 11<sup>th</sup> Street • Friona, TX 79035 • Phone (806) 250-2747 • Fax (806) 250-3805



October 25, 2018

**Superintendent**  
Jimmy Dums  
(806) 250-2747

RE: TEA Cycle 2 Grow Your Own Grant Application for West Texas A&M University

**Business Manager**  
Dianna Wright  
(806) 250-2747

Dear Texas Education Agency Application Reviewers:

**SSA Director**  
Jo Ann Belcher  
(806) 250-3315

We are writing in support of the West Texas A&M University (WTAMU) application for the TEA Cycle 2 Grow Your Own Grant Program, the *WTAMU Collaborative for Rural Educators*. The purpose of the application is to develop well-qualified teacher candidates and increase the diversity of the teaching force in the Texas Panhandle through a unique partnership collaborative among fellow school districts within Region XVI of Texas. FRIONA ISD is pleased to be one of these school districts that have formed the regional collaborative to create and sustain a teacher-talent pipeline to rural districts in the Texas Panhandle.

**Federal Programs Director**  
Karen Barnes  
(806) 250-3353

**Technology Coordinator**  
Darla Hutchins  
(806) 250-5900

As a member of this partnership collaborative, FRIONA ISD commits to recruiting local candidates for the WTAMU Collaborative of Rural Educators Program including transitioning as possible potential candidates to be ready for the program; developing well-qualified teacher candidates through year-long clinical teaching assignments or intensive preservice experiences with clinical components; participating fully in monthly Cooperative Leadership Meetings; communicating with the school board about challenges and successes; and establishing a continuous recruiting corresponding student organization such as the Texas Association of Future Educators (TAFE). West Texas A&M University is committed to fostering deep partnerships with our district and other fellow districts within the collaborative in order to allow teacher candidates to develop the skills, knowledge, and mindsets critical to success in each of our unique school districts.

**Board Members**  
Rebecca Riethmayer, President  
Andy Montana, Vice President  
Jason Rector, Secretary  
Antonio Rocha  
Wade Schueler  
Jamie Lewellen  
Darrin Gilley

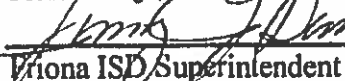
As a rural school district in the Texas Panhandle, we often face real challenges in recruiting and retaining certified teachers for our district. This grant and the collaborative with West Texas A&M University will allow us to recruit and develop local teacher candidates who are deeply rooted in our community and will allow us to retain them. Thank you for your consideration of this application.

Respectfully,

  
Friona ISD School Board President

11-6-2018

Date

  
Friona ISD Superintendent

11-6-2018

Date



## OLTON INDEPENDENT SCHOOL DISTRICT

### OFFICE OF THE SUPERINTENDENT

PO Box 388 • Olton, TX 79064 • (806) 285-2641

November 8, 2018

RE: TEA Cycle 2 Grow Your Own Grant Application for West Texas A&M University

Dear Texas Education Agency Application Reviewers:

We are writing in support of the West Texas A&M University (WTAMU) application for the TEA Cycle 2 Grow Your Own Grant Program, the *WTAMU Collaborative for Rural Educators*. The purpose of the application is to develop well-qualified teacher candidates and increase the diversity of the teaching force in the Texas Panhandle through a unique partnership collaborative among fellow school districts within Region XVI of Texas. Olton ISD is pleased to be one of these school districts that have formed the regional collaborative to create and sustain a teacher-talent pipeline to rural districts in the Texas Panhandle.

As a member of this partnership collaborative, Olton ISD commits to recruiting local candidates for the WTAMU Collaborative of Rural Educators Program including transitioning as possible potential candidates to be ready for the program; developing well-qualified teacher candidates through year-long clinical teaching assignments or intensive preservice experiences with clinical components; participating fully in monthly Cooperative Leadership Meetings; communicating with the school board about challenges and successes; and establishing a continuous recruiting corresponding student organization such as the Texas Association of Future Educators (TAFE). West Texas A&M University is committed to fostering deep partnerships with our district and other fellow districts within the collaborative in order to allow teacher candidates to develop the skills, knowledge, and mindsets critical to success in each of our unique school districts.

As a rural school district in the Texas Panhandle, we often face real challenges in recruiting and retaining certified teachers for our district. This grant and the collaborative with West Texas A&M University will allow us to recruit and develop local teacher candidates who are deeply rooted in our community and will allow us to retain them. Thank you for your consideration of this application.

Respectfully,



School Board President



Superintendent

11/9/18  
Date

11/8/18  
Date



## PERRYTON INDEPENDENT SCHOOL DISTRICT



**Tim Little, Ed. D.**  
Superintendent

**Doug Kile**  
Chief Financial Officer

**Janet McLain**  
Administrative Assistant

October 25, 2018

RE: TEA Cycle 2 Grow Your Own Grant Application for West Texas A&M University

Dear Texas Education Agency Application Reviewers:

We are writing in support of the West Texas A&M University (WTAMU) application for the TEA Cycle 2 Grow Your Own Grant Program, the *WTAMU Collaborative for Rural Educators*. The purpose of the application is to develop well-qualified teacher candidates and increase the diversity of the teaching force in the Texas Panhandle through a unique partnership collaborative among fellow school districts within Region XVI of Texas. Perryton ISD is pleased to be one of these school districts that have formed the regional collaborative to create and sustain a teacher-talent pipeline to rural districts in the Texas Panhandle.

As a member of this partnership collaborative, Perryton ISD commits to recruiting local candidates for the WTAMU Collaborative of Rural Educators Program including transitioning as possible potential candidates to be ready for the program; developing well-qualified teacher candidates through year-long clinical teaching assignments or intensive preservice experiences with clinical components; participating fully in monthly Cooperative Leadership Meetings; communicating with the school board about challenges and successes; and establishing a continuous recruiting corresponding student organization such as the Texas Association of Future Educators (TAFE). West Texas A&M University is committed to fostering deep partnerships with our district and other fellow districts within the collaborative in order to allow teacher candidates to develop the skills, knowledge, and mindsets critical to success in each of our unique school districts.

As a rural school district in the Texas Panhandle, we often face real challenges in recruiting and retaining certified teachers for our district. This grant and the collaborative with West Texas A&M University will allow us to recruit and develop local teacher candidates who are deeply rooted in our community and will allow us to retain them. Thank you for your consideration of this application.

Respectfully,

**Tim Little, Ed. D.**  
Superintendent

**Monty Kinnard**  
Board President

Mike Dominguez  
Superintendent  
(806)366-3300

**Stratford Independent School  
District**

P.O. Box 108 - 503 North Eighth

**Stratford, Texas School 79084**  
FAX (806)366-3304

Clint Seward  
Junior High Principal  
(806)366-3200

PJ Hanna  
High School Principal  
(806)366-3300

Doug Rawlins  
Elementary Principal/  
Assistant Superintendent  
of Curriculum and Instruction  
(806)366-3400

October 26, 2018

RE: TEA Cycle 2 Grow Your Own Grant Application for West Texas A&M University  
Dear Texas Education Agency Application Reviewers:

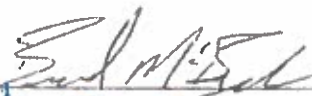
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As a member of this partnership collaborative, Stratford ISD commits to recruiting local candidates for the WTAMU Collaborative of Rural Educators Program including transitioning as possible potential candidates to be ready for the program; developing well-qualified teacher candidates through year-long clinical teaching assignments or intensive pre-service experiences with clinical components; participating fully in monthly Cooperative Leadership Meetings; communicating with the school board about challenges and successes; and establishing a continuous recruiting corresponding student organization such as the Texas Association of Future Educators (TAFE). West Texas A&M University is committed to fostering deep partnerships with our district and other fellow districts within the collaborative in order to allow teacher candidates to develop the skills, knowledge, and mind sets critical to success in each of our unique school districts.

As a rural school district in the Texas Panhandle, we often face real challenges in recruiting and retaining certified teachers for our district. This grant and the collaborative with West Texas A&M University will allow us to recruit and develop local teacher candidates who are deeply rooted in our community and will allow us to retain them. Thank you for your consideration of this application.

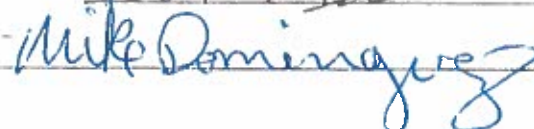
Respectfully,

School Board President:



Date: 10/26/18

Superintendent:



Date: 10/26/18

Date

Graduate Teacher Candidate

RE: DRAFT Letter of Agreement / Memorandum of Understanding (MOU)  
WTAMU Collaborative of Rural Educators / TEA Cycle 2 Grow Your Own Grant Pathway 3

Dear Graduate,

West Texas A&M University in agreement with six school districts of the Texas Panhandle including Canyon, Dumas, Friona, Olton, Perryton, and Stratford ISDs comprising the WTAMU Collaborative of Rural Educators along with letters of support from Amarillo College and Region 16 Education Service Center have applied for and agree to participate in the Texas Education Agency's Cycle 2 Grow Your Own Grant Initiative on November 13, 2018. If awarded, the grant cycle is from January 1, 2019 through June 30, 2020. The S.M.A.R.T. goal of the proposed program is

"To supply and meet workforce demands in order to improve the quality of teaching and learning by improving student achievement, equity, and access in rural school districts, by June 2020, 20 demographically representative teacher candidates will earn their bachelor's degree from West Texas A&M University, be recommended for teacher certification by the WTAMU Educator Preparation Program (EPP), and have signed contracts in one of the six Collaborative school districts."

TEA Application, Submitted November 13, 2018

WTAMU as the IHE/EPP of the grant application is located in Canyon, Texas and works jointly with the Collaborative districts to increase the flow of high-quality teachers to rural school districts by producing Texas certified teachers through our EPP. Through the grant cycle, WTAMU agrees to place, supervise, and support teacher candidates in a yearlong teaching assignment in the Collaborative districts identified herein. Upon the successful completion of the yearlong teaching assignment, graduation, and Texas certification, the WTAMU teacher candidate understands and commits to teach in one of the six rural school districts for not less than three years in the district after graduation to be eligible for the grant stipend of \$15,000. The Collaborative district agrees to hire the teacher candidate and retain them for not less than three years in their school district as a teacher.

In consideration of the draft agreements contained herein, no set payments are expected between the parties at this time; however, in the event that West Texas A&M University receives a NOGA from the Texas Education Agency for the TEA Cycle 2 Grow Your Own grant initiative, the

Discover the **BUFF** in You.

partnership or Collaborative this letter contemplates shall be formally established in a Memorandum of Agreement (MOA) which sets forth (1) the purpose of the Collaborative; (2) roles/responsibilities of each partner of the Collaborative; (3) proposed joint activities and/or outcomes; (4) the duration of the partnership; and (5) any exchanged or shared resources. In the event that the TEA Cycle 2 Grow Your Own grant is not awarded to West Texas A&M University and the WTAMU Collaborative of Rural Educators, the parties agree that all obligations regarding the activities and agreements contained herein shall be null and void.

Sincerely,

Dr. Angela Spaulding  
Vice President of Research and Compliance



Date

Graduate Teacher Candidate

RE: DRAFT Letter of Agreement / Memorandum of Understanding (MOU)  
WTAMU Collaborative of Rural Educators / TEA Cycle 2 Grow Your Own Grant Pathway 3

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Discover the **BUFF** in You.

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Dr. Angela Spaulding  
Vice President of Research and Compliance